

FEATURES OF THE EDUCATIONAL SYSTEM OF EUROPEAN COUNTRIES IN IMPROVING QUALITY OF EDUCATION

Madaminova Husnidaxon Rashidovna
Teacher of Kokand State Pedagogical Institute

ANNOTATION

This article discusses the fundamental importance of the education system of European countries, especially Western Europe and Japan, in improving the quality of education.

Keywords: Education quality, pedagogical technologies, EURIDIS, Bologna Declaration, Maastricht Treaty, LINGUA, IVO, PETRO COMETT education.

Introduction. Many countries have not only built their education systems from the ground up, but have also managed to reform them under the influence of debates about how to assess the quality of education and what steps can be taken to improve it. and have made a genuine contribution to the improvement of education quality. Several countries have developed a quality assessment mechanism. The world's experience, in particular, is represented in three significant tendencies in Japan's and Germany's models. To begin with, governments will significantly alter or abandon the accrediting format The objective of the assessment system. according to the experts should be to improve the quality of education, which the accrediting format is not ideal for because it is primarily associated with satisfying minimum standards. Second, an increasing number of specialists believe that n quality audit, in which the format is targeted, is required, Third, it is acknowledged that it is critical to forsake the uniform assessment of universities, as these results in a reduction. The evaluation system should take into account the University's unique characteristics - a differentiated •Education system allows for better meeting labor market and student needs. There are four models for people training in higher education institutions, as well as four educational reform models that have been demonstrated in practice around the world. The models are from the United States, France, Germany, and Japan. They are similar in broad terms and orientations, but they differ depending on the current economic, sociopolitical, and national aspects of these countries, as well as individuals' living conditions. In Japan, men are more likely than women to pursue higher education. Women were assigned the role of oven guard a few centuries ago, rather than the head of the organization. Exceptions are becoming increasingly common. The following are examples of higher education institutions.

- Public and private universities.
- Colleges.
- Special vocational education schools.
- Technological colleges.
- Then higher educational institutions.

Girls are primarily educated at colleges. Education lasts two years and is mostly focused on the humanities. Specializations are studied in technological colleges for a period of five years. The student will be entitled to enroll in the University for the third year after graduation. In the country, there are 500 universities, with 100 of them being state-run. To be admitted to a state university, students must

pass two exams: the "general test of achievements" and the university's own exam. Only a test is taken at the University to gain admission to a private college. Study fees are higher, ranging from 500000 to 800000 per year in June. Scholarships are offered, and competition for them is fierce: just three budget slots are available for a total of 100 million students. To summarize, education in Japan is costly, yet it is essential for the future quality of life. Only those Japanese who have completed higher education have the opportunity to work in high-paying jobs and in positions of leadership. The remote control that directs Japan's success is its educational system. If a certificate obtained on the territory of the post-Soviet area is merely a document indicating that a person has worked in any business for five years, then a diploma obtained in a country where the sun is shining is the key to a brighter future. Western Europe, for example, is a location where higher education internationalization is extremely effective. The Maastricht Treaty (1992) and the Bologna Declaration (1992) established the main directions and ideals of such a process (1999). IVO's fundamental driving force in western Europe was a set of social, political, cultural, and pedagogical circumstances that led to the European Union's formation. In IMO, the European Union's economic basis is plainly obvious. Compelling requirements for higher education integration boost competitiveness. The International Monetary Fund (IMO) is viewed by European Union members as a financial support for national higher education systems. The organization collects statistics as the IMO coordinator of the Brussels-based academic partnership Association. Manages educational programs across Europe and participates in expert panels. Allows national ministries and agencies to communicate more easily.

To support the internationalization of European higher education, special financial measures have been taken. Individual awards for students, professors, intellectuals, and others were introduced as part of the funding. The International Association of Universities is a well-known IMO agent (founded in Paris in 1951 year). IVO has gone through numerous stages throughout Western Europe. The first was the creation of the first European cooperation programs in UNESCO's higher education sphere. This multinational organization supervises teacher training for Lifelong Learning and, at the same time, popularizes educational ideals primarily through the media. The policy of Open Doors has commenced, allowing students and teachers to circulate freely.

The European Union's education ministers decided in 1974 to expand the links between European universities, improve the odds of diploma acceptance, and encourage the free mobility of students, professors, and scholars. Diversification of education, equality Of opportunity for getting higher education, and individualization of institution in higher institutions were all considered. The European Center for the Development of Vocational Education was founded as a result. She enrolled in the "open doors" course. The EURIDIS program is an international system of educational texts and information. For foreigners to attend universities, a variety of financial, administrative, and legal restrictions have been addressed. Around 400 institutions have been funded and implemented, with over 500 universities participating, resulting in the development of cooperative training courses, programs, and manuals. The difficulties faced by graduates of higher education in finding work were given special focus. European Higher Education programs began to be introduced (1987).

ERASMUS (mobility of scientists, professors, and students), LINGUA (teaching languages), PETRA (vocational education), IRIS (women's education), COMETI (collaboration between universities and manufacturing), and others are examples of European Union initiatives. The initiative has broadened the scope of foreign language and culture study, facilitated the convergence of curricula and certificates, and provided opportunities for students and teachers to go abroad. Students and teachers' meetings and visits were supplemented or replaced by virtual mobility. International cooperation has become

more relevant and intensive as a result of the relationship's use of cutting-edge technological instruments. The Bologna Process is the current stage of IVO. It began with the adoption by European Union members of the "Memorandum of the European Commission on Education" (1992). The Memorandum lays forth the educational and cultural standards that have arisen as a result of Imo's economic needs and intents to improve people training in order to compete successfully in the international economy. Several more treaties reflected the Bologna Process's content. "European Higher Education Zone" (1997), "Bologna Declaration on the Expansion of General Space in Higher Education" (1999), "Creation of the General European Higher Education Area" (2003), "Transnational Education Code" (2003), and others are among them. The Bologna Process is founded on European Society's expertise and aims to help increase open competitiveness and constant renewal. Higher education is becoming increasingly important as one of the key criteria for a high-quality economy and social security.

The ideas of the Bologna Process are presented in the form of several strategic directions of reforms: increasing the autonomy and responsibility of educational institutions ensuring the comparison of university degrees and the consolidation of diplomas of HIGHER Education; unification of curricula while maintaining the balance between innovation and the organization of two stage Higher Education; the introduction of a credit system in the evaluation of Personnel Training; increased mobility of students, teachers, researchers; the transformation of free movement of students and teachers in the European continent into the agenda: cooperation in ensuring the quality of Education; Promotion of life long education: expansion: It is an expression from such ideas as the development of the European Research Space

In course of researching the educational systems of European countries in order to increase educational quality, I determined that a number of strategies for increasing educational quality in our country needed to be implemented. The fact that the president of the Republic of Uzbekistan's decrees and on increasing the quality of education in higher educational institutions are being implemented. and the ideas of the "Bolon" model of upgrading education are being researched. is a victory for the educational system. The World Bank estimates that "human capital" accounts for 64% of global national wealth. This percentage is 70% in the Organization for Economic Cooperation and Development's high-income countries, 58 percent in high income countries, and 4 196 in low-income countries, Higher educations impact on the development of the national economy is becoming a key aspect in the development of new ideas. One of the major lines of educational policy reform is to creatively leverage the expertise of world lenders in enhancing the organizational and managerial structure of higher education institutions in the management of the countries higher education system's quality,

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